DOCUMENT RESUME

ED 470 381 EC 309 178

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TITLE	Leading Inclusive Programs for All Special Education Students: A Pre-Service Training Program for Principals. Final Report. Personnel Preparation To Improve Services and Results for Children with Disabilities·Projects of National Significance.
INSTITUTION	Lehigh Univ., Bethlehem, PA.
SPONS AGENCY	Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE	2002-00-00
NOTE	60p.
CONTRACT	H325N980006
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01/PC03 Plus Postage.
DESCRIPTORS	*Administrator Education; *Beginning Principals; *Disabilities; Educational Administration; Educational Practices; Elementary Secondary Education; Higher Education; *Inclusive Schools; *Leadership Training; Portfolios (Background Materials); *Practicums; Reflective Teaching; Special Education; Training Methods
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ABSTRACT

A federally-funded 3-year project supported 39 principal certification students at Lehigh University to be trained in leading and managing building-based special education programs with an emphasis on inclusion of students with emotional and behavioral disorders. Recruitment for the program was both regional and national. This final report discusses the activities and outcomes of the project in preparing future principals in the knowledge and skills necessary to develop and lead effective inclusionary special education programs. The project's goals were accomplished through a four-part curriculum including: (1) specialized course work; (2) leadership institutes; (3) school-based practica; and (4) project portfolios. Results of face-to-face interviews or telephone conferences with 12 participants indicate the participants were enriched by the experience and left the program prepared to address leadership situations related to special education issues. Evidences of high quality training were also supported by practica logs and school-based plans contained in the participants' portfolios. Of the 9 portfolios scrutinized, each contained at least 240 practicum hours. In several instances, reflective log comments suggest that this phase of the program was not only useful, but was seen as positively affecting attitudes as well. Attachments include a practica update and a practicum assessment. (Author/CR)

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ED 470 381

Personnel Preparation to Improve Services and Results for Children with Disabilities

Projects of National Significance

CFDA 84.325.N

Leading inclusive programs for all special education students:

A pre-service training program for principals

Final Report

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U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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Executive Summary

This project supported 39 principal certification students at Lehigh University to be trained in leading and managing building based special education programs with an emphasis on inclusion of students with emotional and behavioral disorders. Recruitment occurred at both the local region and on a national basis.

The project focused on preparing future principals in the knowledge and skills necessary to develop and lead effective inclusionary-based special education programs. The project goals were identified by a review of relevant literature. The goals were accomplished through a four part curriculum including 1) specialized course work, 2) leadership institutes 3) school-based practica, and 4) project portfolios.

The participants of this project were enriched by the experience and left the program prepared to address leadership situations related to special education issues. The faculty involved in this project broadened their philosophies and encourage the inclusion of competencies related to special education into the ISLLC standards.

Describe the Project

This project established a blueprint for training programs in educational leadership focused on improving the inclusion of students with disabilities into general education settings. More specifically, the project focused on developing a training model that effectively addressed the inclusion of students with emotional/behavioral disabilities (E/BD) into regular classroom settings, which is one of the most significant challenges for school leaders.

Goals as stated in the proposal

This project recognized the need for focused training of principals in the knowledge and skills necessary to develop and lead effective inclusionary-based special education programs. The project established the following goals, which were identified as critical needs in the relevant literature:

1. Produce administrator candidates with specialized knowledge in models to fully include emotionally and behaviorally disordered students into the general school environment. Special emphasis was placed on developing the competencies to properly manage the student discipline challenges unique to students with behavioral disorders.

2. Produce administrative candidates with a sophisticated knowledge of special education law that will enable them to institute special education programs that are legally defensible as well as educationally sound.

3. Produce administrator candidates with the knowledge and skills to direct curriculum development and instructional strategies appropriate for the implementations of effective inclusionary models for special education in their schools.

4. Produce administrator candidates with the leadership skills and competencies necessary to create a seamless integration of the special education program into the general education program of the school.

5. Produce administrator candidates with extensive practical experience, through a field-based practicum, to properly employ the above knowledge and skills in the day-to-day operation of a school.

Describe how the goals were accomplished

To accomplish the goals of the project a four-part curriculum was designed including 1) specialized course work, 2) leadership institutes 3) school-based practica, and 4) project portfolios. The curriculum was guided by the following eight competencies:

A. knowledge of the learning and behavioral characteristics of special education students;

B. knowledge and skill in supervision of staff in inclusive classroom settings;

C. skill in financial analysis and management of special education programs;

D. knowledge of special education law;

E. knowledge of the research and best practice on inclusive programs, with a focus on programs for E/BD students;

F. knowledge and skill in program design, implementation, and assessment of curriculum and instruction designed to meet the needs of special education students, especially those with E/BD;

G. knowledge of interventions for the integration of E/BD students;

H. knowledge and skill in disseminating legal information and best-techniques to school administrators, teachers, parents, and community.

Problems/Solutions and Lessons Learned

This project was very worthwhile. The participants were enriched by the experience and left the program prepared to address leadership situations related to special education issues. For the faculty, this experience broadened their knowledge base of the special needs population and created a belief that inclusive practices need to be infused into all aspects of the leadership preparation program.

Preparing future educational leaders in special education issues cannot be an add-on program. The skill and knowledge areas need to be embedded into the general curriculum. Otherwise, symbolically we continue to send the message that special education is a separate and exclusionary program. If the courses are to remain separate, external funding will be needed to sustain student involvement. One or two extra classes may be an acceptable addition, but they will not prepare the practitioner in the same manner as a full program or an inclusive curriculum.

Before the vision of an inclusive curriculum can be realized, faculty training needs to occur. They need to become aware of how a situation changes if a student has an individual education plan, and articulate that change to their apprentices. Special education issues need to move to the forefront, and faculty need to remember that each and every child deserves to be represented in the training of educational leaders.

Results of the Project

During its three years of funded operation, 1998-2001, the project recruited 39 participants; of these, 35 or 90%, have successfully completed the training. Twenty-six of the participants were female and four were minorities. Four participants were practicing administrators, three participants were from the legal field and the remaining 32 were aspiring principals. Twenty-nine of the participants had no background in special education issues before enrolling in the program. Participants were recruited both regionally and nationally. National participants came from Arizona, Florida, Iowa, Minnesota, New Hampshire, New Jersey, New York and Wisconsin.

In addition to the campus based program the project supported several presentations. Two presentations were offered at annual NAESP conventions (New Orleans, LA, 2000; San Diego, CA, 2001), one presentation was made at the AERA national convention (Seattle, WA, 2001) and one presentation was made at the UCEA national convention (Cincinnati, OH, 2002). Locally presentations were conducted for in-service principals, superintendents and teachers.

Implication for practice, policy and future research

Although IDEA is a federal mandate, there appears to be variance between regions in their handling of special education issues. State approaches to identification and service differ. These differences require further exploration. A set of national standards addressing the training of administrators in regards to special education should be incorporated into the ISLLC standards.

OSEP should reconsider their policies for funding projects. They currently reflect a standard that perpetuates the separatism of regular and special education. Principals are

the instructional leaders of the building and set the tone for the acceptance of differences. Supporting the education of these leaders in areas related to special education will positively effect the education of students with special needs.

In order to prepare school leaders for the complexity of their positions, faculty training needs to continue in the area of special needs. More research should be conducted on what professors understand about leading and managing special education programs.

Leading Inclusive Programs for All Special Education Students: A Pre-Service Training Program for Principals

External Evaluative Review

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12 October 2001

Leading Inclusive Programs for All Special Education Students: A Pre-Service Training Program for Principals

External Evaluative Review

Project Summary

Leading Inclusive Programs for All Special Education Students: A Pre-Service Training Program for Principals (the Project) was designed to serve as a national model for preparing future school principals to lead effectively integrated school programs. Training emphasis was placed on providing the legal knowledge and the practical strategies which are necessary to lead and manage programs for the education of students with disabilities (specifically, emotional and/or behavioral problems) in the regular classroom setting. Project curriculum included 1) customized courses focused on the building blocks of Special Education law and Special Education curriculum, instruction and program design; 2) leadership institutes designed to refine participant knowledge and skills; 3) a year long practicum with a supportive seminar for effectively applying learned competencies; and 4) individual portfolios which were used for the demonstration and evaluation of these applied competencies.

The Project was designed to support three, one-year, cohorts each made up of 12 part-time and 4 full-time participants selected both nationally and regionally. Participants successfully completing the program and qualifying for their certification as a principal received a letter of endorsement in Special Education Administration from Lehigh University's College of Education. This letter constitutes an attachment to the elementary or secondary principal certificate issued by the Commonwealth of Pennsylvania.

During its three years of funded operations, 1998-2001, the Project recruited a total of thirty-nine participants; of these, thirty-five, or ninety percent of those recruited, have successfully completed training to date. More importantly, this student body included twenty-six females (sixty-seven percent of those recruited) and four minorities (ten percent of the enrollment) thus conforming to the Project's intent to train under represented groups and individuals for elementary and secondary principalship positions.

Methodology

The external evaluative review followed the methodology outlined in the funding proposal. First, the proposal itself and the first and second year Grant Performance Report were carefully scrutinized off site. Next a two and one-half day visit to Lehigh University was scheduled for 18-20 September 2001. This visit included meetings with seven principal staff and faculty members, and interviews both in person and by teleconference with twelve project participants, who were selected by Project staff to represent each of the Project's three instructional cohorts. An intensive review of nine portfolios representing each of the cohorts and a review of project instructional materials, videotapes, and university-based instructional web sites was also conducted. In addition, a visit to the Centennial School practicum site along with discussions with staff members was completed.

Subsequent to the visit, interview and portfolio notes were reviewed and additional data, where needed, was obtained from Project staff.

Evaluative Questions

1. How were participants recruited?

Because the Project was envisioned as both a regional and national demonstration project, efforts were made to respond to the current deficiency in knowledge and skills leading to the exclusion of special education from general educational settings, at both nation-wide and regional (New Jersey & Pennsylvania) levels. To solicit a representative group of part-time participants, brochures were mailed to regional school districts, advertisements were placed in local newspapers, and alumni publications were used extensively. For full-time candidates, the Project placed national ads in Education Weekly and in the Law Bulletin. These advertisements were supplemented by direct mailings to law schools and Lehigh University's alumni publications. As was pointed out in several of the interviews, the desire to work with Dr. Perry A. Zirkel, Lee Iococca Professor of Education, and arguably one of the nation's foremost experts in special education law was also a major stimulant for recruiting.

Recruiting efforts produced a relatively large number of requests for information. Although figures were not maintained for Year 1, numbers of requests for Project information in Years 2 and 3 numbered thirty and sixty-five respectively, while twenty-six women and four minorities were actually recruited. Taken together, these figures represent about seventy-four percent of the actual training participants.

2. What are the evidences that high quality training was provided?

Participant Evidences

As was previously noted, face to face interviews or telephone conferences were held with twelve Project graduates. This sample represented about one-third of those who successfully completed the program. Of these, three were minorities (African-American, Hispanic) and nine were female, for a total of ten of the graduates interviewed. These figures represent about eighty-three percent of the interviewed sample, and about twenty-nine percent of those who had completed the program.

Interviewees were asked a series of semi-structured questions, which were supplemented by questions raised by both the evaluator and the project manager.

When interviewees were asked why they came to Lehigh to participate in the program, quality and reputation was frequently mentioned. Interviewees had known about Lehigh, and particularly the reputation of Dr. Zirkel as an expert in special education law. Interviewees pointed out the need for special education legal knowledge as well as the other skills taught by the Project. They pointed out that Lehigh had the experience, resources, and language (Dr. Zirkel is bilingual) which they needed to address relevant issues in their own schools. One of the two attorneys interviewed said that the Project represented an opportunity to get away from a legal practice and return to school. He followed up this remark by noting that he was working for a community agency and needed Project-provided information in order to advise effectively other attorneys especially those working with parents and schools. "This is not about suing! It's about helping other attorneys."

Interviewees were also asked to indicate what part of the Project was most helpful. "The year-long experience working with colleagues and staff" "The curriculum, Dr. Zirkel, references off the shelf, and information provided by staff." "The opportunity to publish." "The focus on parents and out of court resolutions." "Relating student needs to practice using a data-based approach." "Knowing how to modify student behavior, positively." Several interviewees also commented on the fact that their own attitudes were changed and this in turn helped them to change the attitudes of others.

A second comment theme revolved around perceived professional competence. Interviewees noted that they were very comfortable in their relationships with professional colleagues, parents, and children. One interviewee reported that she was now able to obtain and use input from others in decision making and pointed out that discipline was no longer a

building-level problem. A second interviewee, who in addition to her administrative role has also embarked on a doctoral program, noted that having a legally defensible special education support plan which could be modified in response to the ever changing law was particularly helpful. She pointed out that her plan had been put in place with the full prior support of the superintendent and was effectively changing both attitudes and behaviors in her school. This last group of participant interviewees also spoke about making decisions based on what one individual referred to as continuous graphic displays of behavioral data which were presented in a format which he called "data for dummies;" simple to use and easy to understand.

Portfolio Evidences

Evidences of high quality training were supported by practica logs and school-based plans contained in the participant portfolios. Of the nine portfolios scrutinized, each contained at least 240 practicum hours. Average numbers of practicum hours reported by the Project as a whole ranged from 240 for Year 3, 259 for Year 2, and 280 hours for Year 1. In several instances, reflective log comments suggest that this phase of the program was not only useful, but was seen as impacting positively on attitudes as well. Attitudinal changes were, of course, crucial program elements.

An area noted in several of the interviews and reinforced by the portfolios themselves, was the use of the portfolio to compile references and source materials, which could be used back in the workplace. While this is not strictly a portfolio function, it apparently became a byproduct and was commented upon positively by several of the interviewees. As one administrator put it. "It's all in one place."

Practicum logs document a rich variety of experiences that were completed by Project participants. Moreover, these activities were also keyed to one or more of the eight competencies which each participant was expected to achieve. While a number of log descriptors represented self-directed activities (research on IDEA, literature reviews, Internet information reviews and searches, etc.) a majority were focused on meetings and on one-on-one or group planning sessions. Meetings were held with various practicum site members (aides, ED teachers, psychologists or other PPS staff, etc.), with the practicum supervisor, and with members of the Project staff and faculty. In addition, participants frequently attended school or site staff meetings, IEP meetings regarding specific pupil issues, and general planning sessions (Lehigh Symposium).

Practicum logs were supported by a series of Project-developed activities. During year three, a brief protocol was developed to aid participants in organizing their portfolios. At the

same time, the practicum supervisor developed and distributed a series of practicum update sheets which participants could use to evaluate their own progress. Update sheets were site directed, and included suggestions for facilitating both inclusion and the planning which was necessary to implement or enhance the necessary change. A practicum assessment guide was also distributed to aid participants prepare for the successful completion of practicum activities and for the individual assessments which occurred at the end of each semester. Standards for practicum grades were also a part of this distributed guidance.

Portfolios were intended to be used to document participant growth and reflection. While growth was well documented, and supported by Project staff comments and testimony, written documentation of reflection was somewhat less systematic. Two of the reviewed portfolios showed extremely insightful comments and the apparent use of the portfolio as a vehicle for reflection. Other portfolios also contained reflective comments, but these were by no means wide spread. Instead, portfolio comments suggested that while reflection was taking place in a meaningful fashion, few specifics were provided. This in itself did not seem to detract from the success of the Project although it did create some minor interpretive problems for the evaluator. Some suggestions for correcting this problem are contained at a later point in this report.

Additional Evidences

As part of the site visit, the evaluator also reviewed tapes of class presentations, visited selected web sites, both Lehigh University-operated, and specific to the problems addressed by the Project. These web sites were also referenced in several participant logs,

The class tapes showed a high level of professional competence. Moreover, there was a considerable amount of participant interaction as well as a number of insightful questions and comments emanating both from the faculty and from the students. It was obvious here that the learning taking place was by no means rote, and that discussions were built on activities which had taken place in previous classes, and outside the formal classroom as well.

In similar fashion, webs site reviews seemed relevant to the Project's goal and engendered a high level of sophistication. While it was not possible to review web site "hits,'" Project staff as well as participants strongly suggested that the sites were in constant use and that they were an important part of Project dissemination activities.

Another vehicle for communicating Project results involved the preparation of publications and presentations. To date, twelve articles have been published, and at least three more are

awaiting publication. In addition, nine presentations have been made to regional and national conferences. A listing of these publications and presentations is attached.

Another evidence of purposeful learning was the school plan, which was included in each of the reviewed portfolios. Here the participant, working with Project and practicum site staff, had developed a plan for inclusion that could be used in an elementary school setting. As some of the interviewees pointed out, their plans had been successfully implemented with concomitant school improvements already noted.

Finally, the visit to the Centennial School practicum site was particularly rewarding. The site itself serves as an example of what can be done in a makeshift facility with a clearly defined mission for inclusion and some good common school sense. The program is data-driven, extremely humanistic, and behavior oriented. There was evident affection between students and staff, from the director to the classroom assistants There was also ample evidence that staff was working together both in school operations and in planning, and that shared decision making had produced a number of common-sense solutions to some practical school problems. As an example, relocating offices so that the coordinator's desk faced a corridor was a simple way to monitor student passage, and at minimal cost to the school.

The school store was another eye-opener. Here both fun and school-oriented items were "sold" to the students on the basis of good or improved behaviors. The director pointed out, using graphic behavioral data, how violence, suspensions, and disciplinary incidents had been drastically reduced as a result of the school's positive behavioral policy. This information was routinely communicated to the school staff.

Suggestions

No programmatic changes are suggested by the data. The Project is successfully training and placing its graduates in elementary and secondary schools as administrators. It is reaching out to minorities and women, and it is providing participants with the practical strategies and the legal knowledge that is needed to lead and manage inclusive programs for the education of students with disabilities (specifically emotional and behavioral problems) in the regular classroom setting. These activities are being accomplished in an exemplary fashion.

At the same time, some modifications to the organization of portfolios is suggested, based primarily on current practice. First, participants should be told that the portfolio can and should be used to compile references which are applicable not only to the practicum and course work, but to their next position as a school-based administrator, and probably toward their

future professional goals; the earned doctorate and at some future point, the superintendency. As one interviewee succinctly put it; "It's all in one place."

A second suggestion addresses the use of portfolio contents as a basis for self-reflection. If documentation of reflection is desired, participants should be given some guidance as to how this can best be accomplished. For example, the portfolio protocol which was developed for the third year of the Project could suggest that reflections on practicum log entries should be entered in a section beneath (it would not fit beside) a specific log entry. Similarly, reflection on plans, practicum activities, etc. could be placed on a separate colored sheet and inserted in the portfolio immediately behind the relevant entry. Working with the practicum supervisor, reflective comments could serve to stimulate conversations, identify actual or potential problems, or indicate what a given individual was thinking about a specific issue. Comments from the supervisor could serve to refocus thinking or to suggest other possible alternatives for action. These suggestions could help make the portfolio an improved instrument for change and improvement, without adding to the work of the Project participants.

ATTACHMENTS

A Lehigh University Practicum Update

B Lehigh University Inclusive Programs (Practicum Assessment)

C Lehigh University –Inclusive Programs

D Publications and Presentations Sponsored by U. S. Department of Education Personnel Preparation Grant

LEHIGH UNIVERSITY
PRACTICUM UPDATE

JAN 20, 2001

HAVE YOU?????

- Completed over 120 practicum hours
- Examined specifically designed instruction for E/BD students
- Become familiar with "transition planning"
- Explored "extended school year" (esy) regulations and when they apply
- Become familiar with the Matula case in Penna.
- Examined manifestation determinations and procedures
- Attended a sufficient number of I.E.P meetings
- Looked at your school's grading provisions and policies as they may impact Sp. Ed. Students
- Examined PSSA testing protocols for Sp. Ed. Students
- Worked with IST as much as possible
- Considered a professional library for your school

- Determined how FERPA regulates and controls student records and transcripts
- Looked at various supervision models employed in inclusive settings
- Considered a "visitation" experience
- Examined your school/district budget process
- Looked at various "discipline" strategies used in the classroom
- Read about "stay put" provisions
- Examined the role of regular education teachers at IEP meetings
- Looked at how the district insures Public awareness of screening and referral processes
- Read about "due process" hearing procedures
- Fully understood what is meant by "manifestation" guidelines
- Examined "written service agreements"
- Thought about the legal implications for Charter Schools and IDEA
- Observed E/BD students in non-instructional settings
- Looked at services or programs for the older E/BD student

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LEHIGH UNIVERSITY

INCLUSIVE PROGRAMS

(Practicum Assessment)

Practicum in Special Education Administration:

Participants in the year-long practicum experience are expected to devote a minimum of 240 hours of time to the fulfillment of the eight competencies specified in the project. Each competence requires that the participant engage in a variety of activities and experiences designed to vastly improve one's knowledge and understanding of the educational and legal ramifications of inclusive practices for E/BD students. As such, it is imperative that the participant explore opportunities that are personally meaningful yet are consistent with the goals and objectives of the project. Employing a wide variety of resources, it is expected that the participant will be inquisitive, creative, and ambitious in the pursuit of a thorough learning experience.

At the completion of each semester (120 hours), an individual assessment of participant performance will be conducted by the practicum supervisor. Grades will be assigned subsequent to a review process involving the participant. In general, performance will be determined according to the standards addressed in the following rubric:

A — Demonstrates a thorough understanding of all competencies and practicum requirements. Fully comprehends the value and significance of "inclusive practices". Employs a wide variety of resources to engage project tasks. Actively participates in numerous building or district level meetings which target project goals and objectives. Is highly collaborative and supportive in working with other professionals in various field experiences. Utilizes research which has associative value to the project. Clearly understands the significance of "best practices" in all educational settings. Thoroughly examines leadership strategies and decisions designed to improve building level services to special education constituents. Project requirements are completed on a timely basis. Errors or omissions are minimal.

A - — Demonstrates an understanding of all competencies and practicum requirements. Comprehends the value and significance of "inclusive practices". Employs a variety of resources to engage project tasks. Participates in numerous building or district level meetings which target project goals and objectives. Is collaborative and supportive in working with other professionals in various field experiences. Utilizes research as part of the project. Understands the significance of "best practices" in all educational settings. Examines leadership strategies and decisions designed to improve building level services to special education constituents. Project requirements are completed on a timely basis. Errors or omissions do not significantly affect project results.

(Practicum Assessment – con't)

B+ Demonstrates a basic understanding of the competencies and practicum requirements. Understands the value of "inclusive practices". Employs resources to engage project tasks. Participates in building or district level meetings which target project goals and objectives. Participates with others in working in field experiences. Has a general understanding of research in the field. Has a general understanding of "best practices" in educational settings. Understands basic leadership and decision making strategies employed at the building level. Project requirements are generally completed on a timely basis. Errors or omissions are marginal in nature.

B Demonstrates a limited understanding of the competencies and practicum requirements. Can identify basic "inclusive practices". Utilizes limited resources to engage project tasks. Has limited involvement in building or district level meetings which target project goals and objectives. Occasionally participates with others in field experiences. Utilizes research in limited ways. Can identify some examples of "best practices" in educational settings. Has limited involvement with leadership and decision making strategies employed at the building level. Project requirements are not always completed on a timely basis. Errors or omissions significantly affect project results.

LEHIGH UNIVERSITY – INCLUSIVE PROGRAMS

REMINDERS, TIPS, AND THINGS TO THINK ABOUT;

Re-read the grant proposal....what is this all about?

Make sure that your site supervisor is well informed of your needs and Goals.

Self-evaluate your own level of expertise and overall knowledge.

Start simple!.....read on topics (IDEA, Behavioral disorders, Inclusive practices, supervision, best practices, etc.)

Know the language of special education.

Meet with your site supervisor to establish "protocols" in the building.

Get to know the special ed. staff well.

What service providers are used where you work? What do they do?

Ask to attend IEP meetings, evaluations, interventions, hearings, IST, Spec.ed. dept. mtgs, parent meetings, faculty meetings, etc.

Read FERPA to understand issues dealing with student records and confidentiality – ask for qualified privilege from school psychologist. What does that mean?

Formulate a case study.

Work within the system.....you are a guest!

Counselors are a big help.....get to know them.

Observe classes containing special ed. students and esp. those containing emotional support students.

ASK questions, be inquisitive, be persistent, be helpful.....

Publications and Presentations
Sponsored by U.S. Department of Education Personnel Preparation Grant

Lehigh's Education Administration Dissemination of Educational Resources for Inclusive Schools website www.lehigh.edu/~ineduc/edLeaders/

Hennessy, M.K. & Zirkel, P. Review of Getting Comfortable with Special Education, Journal of Law and Education, 2001, 30(2), 375-78.

Zirkel, P. & Hennessy, M.K. Compensatory education services in special education cases: An update. West's Education Law Reporter, 2001, 150, 311-32.

White, G. P. & Mayes, T. Making an appropriate special Education placement: Conflict abound! The Journal of Cases in Education Leadership, 2001, 4(2).

Zirkel, P. & Mayes, T. Be aware of IDEA provisions to invoke justice system. The Special Educator, 2001, 16(15), 3.

Mayes, T. & Zirkel, P., State education agencies and special education: Obligations and Liabilities, Boston University Public Interest Law Journal, 2000, 10 (1), 62-90.

Zirkel, P. & Mayes, T. Is your SEA liable for district-based IDEA insufficiencies? The Special Educator, 2000, 16(1), 3.

Mayes, T. & Zirkel, P. Disclosure of special education records: Do the 1999 IDEA regulations mandate that schools comply with FERPA? Journal of Law and Policy, 2000, 8(2), 455-79.

Mayes, T. & Zirkel, P. The intersections of juvenile law, criminal law, and special education law. Journal of Juvenile Law & Policy, 2000, 4(2), 125-58.

Rebore, D. & Zirkel, P. Transfer of rights under the Individuals with Disabilities Education Act. Brigham Young University Education and Law Journal, 2000, (1), 33-46.

Rebore, D.R. & Zirkel, P. The Supreme Court's latest special education rulings: A costly decision? West's Education Law Reporter, 1999, 135, 331-41.

Zirkel, P. & Rebore, D. Transfer of rights under the IDEA. The Special Educator, 1999, 14(17), 3.

Accepted for Publication

Article on Tuition Reimbursement, an invited contribution to a forthcoming special issue of Remedial and Special Education (Thomas Mayes and Perry Zirkel)

Article on Special Education Litigation Against State Educational Agencies, Seton Hall Legislative Journal (Thomas Mayes)

Collins, Lisa; White, George P. "Leading inclusive programs for all special education students: A pre-service training program for principals" Educational Resource Information Center Level 1 document.

Presentations

April 12, 2001 "**Preparing Principals to Lead and Manage Inclusive Settings**" Administrative Education Research Association, Seattle, Washington (Lisa Collins)

April 9, 2001 "**Paving the Way to Diversity: Effective Strategies for Supporting the Education of Culturally and Linguistically Special Needs Students**" National Association of Elementary School Principals, San Diego, California (Lisa Collins, Denelle Britton, E. Roxana Suifentes)

February 23, 2001 "**Spotlight: Personnel Preparation Grant of National Significance**" Grant Directors Meeting, Office of Special Education Programs, United States Department of Education, Washington, D.C. (Lisa Collins, George P. White)

June 1, 2000 "State Education Agencies under the IDEA and Section 504: Obligations and Liabilities," Presentation to the New York State Education Department, Albany, New York (Thomas Mayes, Perry Zirkel)

May 12, 2000 "Disability Under 504/ADA: Recent Developments," Presentation at Lehigh University's Twenty-Seventh education Law Conference, Bethlehem, Pennsylvania (Thomas Mayes, Margaret F. Mignogna)

April 26, 2000 "IDEA: Putting Law into Practice," Presentation to the Lehigh University School Study Council, Bethlehem, Pennsylvania (Thomas Mayes, Patricia Rizzotto)

March , 2000 **"Creating a School Wide Inclusive Environment Using IDEA: The Principal's Responsibility"** National Association of Elementary School Principals, New Orleans, Louisiana (Lisa Collins, George P. White, Lisa McIntyre, Carole Schuschu)

November 5, 1999 "The intersections of Special education Law and the Juvenile Justice System," Presentation to the Education Law association's Forty-Fifth Annual Conference, Chicago, Illinois (Thomas Mayes, Perry Zirkel)

November 2, 1999 **"Team Building for Educators: Collaboration Skills that Work"** Special Education Conference, Bucks County Intermediate Unit, Pennsylvania (Lisa Collins, Russ Mayo)

Leading Inclusive Programs For All Special Education Students:
A Pre-Service Training Program For Principals
Cohort Requirements

Program Philosophy
The program philosophy is to prepare elementary and secondary school principals in legally defensible and educationally sound inclusion programs extending to E/BD students. The full realization of the LRE mandate depends on a well-trained cadre of school administrators, particularly principals, who are equipped with the legal knowledge and practical strategies to initiate and support more complete inclusion, for all categories of special education, including E/BD students. To be able to promote a seamless integration of special and regular educational programs as part of general school reform, school administrators need accurate legal and practical educational strategies that apply to effective inclusion in general and E/BD students in particular.

Program Purpose
The program was designed to serve as a national model for preparing future school principals to lead effectively integrated school programs. Emphasis is on providing the legal knowledge and the practical strategies necessary to lead and manage inclusive programs for the education of students with disabilities (specifically emotional or behavioral problems) in the regular classroom setting.

The project supports three, one-year cohorts made up of part-time and full-time participants. Participants will receive a letter of endorsement in Special Education Administration from Lehigh University's College of Education. This letter will be an attachment to the elementary or secondary principal certification.

Special Education curriculum, Instruction and Program Design
This course will examine the research and practice related to the critical elements of an effective special education program, with specific focus on E/BD students. Emphasis will be on developing a working knowledge of the characteristics of special needs students; linking research to practice via data-based decision making in program design and evaluation; and understanding the relationship of the special education program to the pupil services program and the regular education curriculum. Specific topics include: 1) the nature and characteristics of special needs students, with a special focus on students with internalizing (e.g., depression and anxiety) and externalizing (e.g., ADHD, conduct disorders, and antisocial problems) types of behavioral disorders; 2) school-wide organizational practices, including ecological factors, behavioral guidelines, supervision, and disciplinary responses; 3) policy and practice of inclusion; 4) curricular modifications and instructional practices; 5) behavioral management techniques; and 6) research and practice of effective program design.

Special Education Law Seminar
This seminar provides a working knowledge of the pertinent federal legislation and regulations (IDEA, Sec. 504, and the ADA); a legal primer of relevant terms and research techniques; a special focus on the applicable administrative rulings and court decisions concerning inclusion, E/BD students, discipline, and procedural safeguards; and a practical project for synthesizing and sharing the participants' understanding with relevant role groups.

Leadership Institutes
A series of seven 4-hour institutes addressing leadership and management of special education programs in inclusive settings will be offered. Tentative topics include 1) supervision practices in inclusive classrooms; 2) design, implementation, and assessment of special education programs; 3) alternative programs for at-risk disruptive students; 4) human and financial resource allocation and management; 5) positive behavior support strategies to prevent and address problem behaviors; 6) building-based special education program assessment; 7) creation of an inclusive environment at the school level: leading and managing change.

The Leadership Institute schedule is tentative, please check the web course in a box page to confirm times and locations.

September 23, 1999	Perry Zirkel	Intro to Special Ed Law - A focus on IDEA Regs
October 21, 1999	Jim Newcomer and John Clark	School Finance Special Ed Budgets
November 18, 1999	Ray Bell	Juvenile Programs
January 18, 1999	Ray Bell	Juvenile Programs
February 15, 1999	Lisa Andrejko	Supervision of Inclusive Settings
March 21, 1999	Linda Babarra	BIP's, FBA's and Discipline Alternatives
April 18, 1999	George White	Organizational Change and Resisters

Practicum in Special Education Administration
The practicum is a year long experience requiring a minimum of 240 hours of supervised work experience in a public school under the direct supervision of a director of special education and a principal. The practicum is designed to introduce students to the day to day legal, organizational, curricular, and instructional issues relating to special education students and programs. The experiences include not only school district operated special education classes but also those housed in local schools but operated by regional educational agencies (e.g., Intermediate Units or Special Service School Districts). The particular focus will be on applying the legal information and practical strategies from the course work and institutes to improving inclusion at the practicum site, with special attention to E/BD students.

Project Portfolio

Each participant will develop a portfolio of products and accomplishments demonstrating project competencies. A copy of each participant's portfolio will be maintained on file to serve as a resource for interested individuals.

Portfolios should be organized in a three ring binder, with tabbed headings. The heading should indicate the competency that is covered. Portfolios are due on or before August 10.

Competencies

A. Knowledge of the learning and behavioral characteristics of special education students

1. "fact sheets" describing characteristics and needs
2. information resources to give to teachers or parents containing organizations, web sites, contact information and a bibliography of pertinent books, articles, and resources
3. participate in the special education process from identification through program development

B. Knowledge and skill in supervision of staff in inclusive classroom settings

1. review of evaluation policies and procedures at school and district level
2. conduct an interview on supervision procedures with a principal and a district level supervisor.
3. develop a clinical supervision plan or a peer-coaching model involving special education and classroom teachers

C. Skill in financial analysis and management of special education programs

1. conduct financial audit of building-based special education program
2. develop a building based special education budget including all inclusion programs
3. participate in a budget meeting at the school or district level

D. Knowledge of special education law

1. review special education policies and procedures at school and district level
2. conduct building-based special education policy and procedure audit
3. conduct interviews to discover policies and relations between district and attorney

E. Knowledge of the research and best practice on inclusive programs, with a focus on programs for E/BD students

1. participate as a team member in a school-based Technical Assistance Program (TAP) under the direction of the Centennial School staff
2. design an inclusive program proposal based on research and best practice include scheduling and disciplinary procedures
3. interview three service providing agency representative to determine how collaboration and wrap around services could be used to benefit students

F. Knowledge and skill in program design, implementation, and assessment of curriculum and instruction designed to meet the needs of special education students, especially those with E/BD

1. participate as a member of an Instructional Support Team (IST) to develop alternatives for two disruptive students demonstrating E/BD characteristics
2. develop a curriculum, instruction, and assessment plan at the practicum site for the inclusion of special education students
3. identify alternative placement options for students needing a more restrictive setting

G. Knowledge of interventions for the integration of E/BD students

1. participate in a multidisciplinary team (MDT) planning process including the IEP development for two E/BD students.
2. develop a case study demonstrating school and classroom-based interventions in an inclusive environment for E/BD students
3. review three different behavior modification programs

H. Knowledge and skill in dissemination legal information and best-techniques to school administrators, teachers, parents, and community.

1. develop a proposal for increasing inclusion in your school district
2. develop a presentation for teachers on classroom interventions for students displaying E/BD characteristics
3. develop a parent and/or community workshop

Office of Special Education Programs
Fiscal Year 2000
Grant Performance Report for Continuation Funding
May 10, 2000

Project Summary

Lehigh's Pre-Service Training Program for Principals was designed to serve as a national model for preparing future school principals to lead effectively integrated school programs. Emphasis is on providing the legal knowledge and the practical strategies necessary to lead and manage inclusive programs for the education of students with disabilities (specifically emotional or behavioral problems) in regular classroom settings.

The project supports three, one-year cohorts made up of part-time and full-time participants. Participants will receive a letter of endorsement in Special Education Administration from Lehigh University's College of Education. This letter will be an attachment to the elementary or secondary principal certification.

Project Status

Objectives

Project Objectives	Project Activities & Accomplishments	Project Outcomes
1.0 To train pre-service school administrators (principals and assistant principals) in the leadership and management of school-based special education programs.	• Recruited 4 full-time and 10 part-time participants for Cohort II. • Recruitment for Cohort III is under way. Five full-time and 4 part-time participants have been selected.	• Three full-time and 10 part-time participants anticipated to complete Cohort II. • Twelve participants completed Cohort I.
2.0 To train pre-service school administrators (principals and assistant principals) in system-change strategies related to the implementation of an effective school-based special education program for students with behavioral disorders.	• School wide management programs have been a major focus of Cohort II's learning experience. • A Leadership Institute was dedicated to change and overcoming change resisters.	• Several part-time participants have implemented school wide change in their buildings. • Participants have interviewed outside service providers to gain insight into obstacles to providing wraparound services.

3.0 To disseminate the outcomes of the training project on a regional, state and national level.	• Developed web site. • Made presentations at national and regional conferences as well as to local school districts.	• www.Lehigh.edu/~ineduc/edLeaders/ • National Association of Elementary School Principals, Educational Law Association, Lehigh University School Study Council, Bucks County Intermediate Unit, Parkland School District, Southern Lehigh School District, Bethlehem School District

An evaluation plan was devised in Table 5, page E-28 - E-31, of our grant submission. The following chart lists the questions outlined in the table and a reflection of the projects status as it relates to each question.

Evaluation Plan

Evaluation Question	Evaluation Reflection
Program courses relevant to participant and project needs?	Participants have taken EDL 470 Leading and Managing Special Education Programs, a 240 hour practicum experience, and attended 7 seminars. They will attend EDL 470 Special Topics in EdL: Special Education Law Institute: New Developments and Perspectives in the summer. Participants have reported implementing strategies at their school setting that they acquired through the project.
Practica experiences relevant to student needs and project design?	Each participant is required to complete a 240 hour practicum. Activities completed during the practicum meet the competency requirements and provide assistance to the school district. Examples of student projects have included (1) development of district special education information web site, (2) design of a district level informative brochure on special education services, (3) presentation of staff inservice on inclusion and needs of EB/D students.

Project activities focus on significant professional behaviors for prospective school principals in terms of knowledge and skills to improve the inclusion of students with disabilities into general education settings?	Participants have attended seminars on special education finance, special education law, developing behavioral assessment plans, and implementing school wide management systems. They have conducted policy reviews in their districts and have interviewed service providers and parents.
Trainees acquire competencies listed in Table 1 Competency Attainment E-17 - E-20?	Participants are compiling portfolios documenting their proficiency in each of the required competencies. Each portfolio will include training case studies, self reflections and resource lists.
Project financial assistance being provided to trainees?	Full-time participants receive financial assistance for 30 credits and a $12,000 stipend. Part-time participants receive financial assistance for 12 credits and their districts are reimbursed for up to 3 substitute days. Relevant conference attendance fees are paid by the project.
Comprehensive training program being established?	Training consists of a 240 hour field based practicum, 7 seminars, a 3 credit class in Leading and Managing Special Education Program and a week long Education Law Seminar. An emphasis on leading special education programs is incorporated into the principal preparation courses offered in the College of Education at Lehigh.
Leadership institutes being effective?	Leadership Institutes have included Intro to Special Ed Law: A focus on IDEA Regs, School Finance: Special Ed Budgets, Juvenile Programs, Meeting the Needs of Juveniles Displaying Violent and Disruptive Behaviors, Supervision of Inclusive Settings, BIP's, FBA's and Discipline Alternatives, and Organizational Change and Resisters. Participants have reported that they are implementing strategies learned in the Institutes at their school districts.

Dissemination about best practices in educational leadership focused on improving the inclusion of students with disabilities into general education?	Project participants have presented information on best practice to the National Association of Elementary School Principals, Education Law Association, Lehigh University School Study Council, Bucks County Continuing Professional Education Council, and individual school districts.
Revisions in project based on evaluation data?	Major revisions were implemented in between Cohort I and Cohort II. The transition to Cohort III is more along the lines of fine tuning ratner than revision. The course work and seminars will not undergo any major revisions in the coming year. The portfolio process has undergone some refinement. Additional guidelines will be provided to Cohort III participants for formatting the portfolio. Additional guidelines for the practicum experience will be developed and implemented with Cohort III.
Sufficient numbers of qualified candidates apply to and enroll in the program?	Recruitment for Cohort II resulted in 30 inquires. Four full-time and 10 part-time participants were selected. Three full-time and 10 part-time participants are anticipated to complete the program. Recruitment for Cohort III has generated 65 requests for information, 20 submitted applications and 5 full-time and 4 part-time participants accepted. Recruitment for part-time participants is still being conducted.
Program students adequately advised about program requirements and management of project activities?	Participants are provided a one page program information sheet that describes the program philosophy, program purpose, competencies, contact information, and descriptions of the program components. A two hour orientation is conducted prior to the beginning of the program. Guidelines and organizational structure are provided for compilation of the portfolio. A rubric for the practicum is being developed.

Resources of the program sufficient and properly administered to meet the needs of the students?	According to midyear progress reports and exit interviews, students needs are being met. Participants have expressed a desire to dedicate more time to field-based activities and would like to have more opportunities to communicate with others in the program.
Adequate number of trainees prepared and placed by the program?	Twelve participants completed Cohort I. Four participants are currently holding administrative positions. Five are expected to go into administration within the next two years. Cohort II has 13 participants expected to complete the program. Two participants have accepted administrative positions since being accepted into the program. Five participants are expected to obtain administrative positions within the next 18 months.
Program graduates assume positions of leadership in schools providing model inclusionary practices?	All participants are taking a leadership role in their school settings. If they are not working as administrators, they are participating on their Instruction Support Team or making presentation to their district on inclusionary practices.
Project results in increased competence of graduates prepared to lead and manage an inclusionary school?	Participants have the skills and beliefs to lead and manage an inclusionary school. They have developed a working knowledge of the law and its spirit. They know the value of parent participation in educating a child with disabilities. They have an understanding of techniques for implementing change and overcoming resisters within the school community.
Graduates perceived competencies as a result of the project?	Participants complete a portfolio that demonstrates their proficiency in the competencies. They are given suggested activities, but they have the freedom to develop projects with the assistance of district personnel that will be beneficial to both the student and the district. One

	student commented in her mid-year report, "In retrospect, I'm discovering that everything I've heard in seminars and classes and read from the Internet, from handouts, and from books has found its way into my daily interactions with the special education process."
Project activities result in products that are of use to school leaders at local, state, and national levels?	Products that have resulted from this project are displayed on our web site www.Lehigh.edu/~ineduc/edLeaders/ We have distributed this address to our participants, at national and regional conferences, and included it as a resource in articles for publication. Information provided on the web site includes: Case Studies, Law Reviews, Inclusion Checklists, Slides from conference presentations, and resources of interest to principals.

Supplemental Information/Changes

In our Fiscal Year 1999 Grant Performance Report for Continuation Funding we listed several changes that we planned to implement. The following is a chart of those changes and their outcomes. We feel the changes that were implemented have strengthened the project. During the next fiscal year we will concentrate on fine tuning the project and developing a rubric for the practicum experience. We also plan on conducting a qualitative research study on the characteristics of effective leaders in inclusive school settings.

Last Year Changes	Outcomes
Implemented Project Manager Position to oversee daily activities of the grant.	The position was filled by a full-time participant of Cohort I who has provided continuity for projects and an institutional memory. Improvements to the portfolio process were made. Leadership Institutes were facilitated and a central contact person was established. Vision of project was enhanced and refined.

Special Education Curriculum, Instruction and Program Design course redesign	This course was team-taught to provide a balance of theory, research and practice in the public school sector. Topics were expanded to include service providers, parents of children with disabilities, the IEP process, as well as school-wide discipline and characteristics of children with disabilities and safe schools. Course evaluations showed improvement in instructional relevance.
Re-sequence of Leadership Institutes	The sequence of the Leadership Institutes was planned by August 1999 and dates were distributed to participants at their orientation. The Institutes were aligned with the competency topics that the participants were covering in their practicum experience.
Add structure to practicum requirements	Participants were required to look at the competencies on a global level and become more specific. They spent the first semester (120 hours) under the direct supervision of a District Level Speial Education Administrator. The second semester (120 hours) was at the building level under the guidance of a principal. This helped the participants to obtain proficiency in each competency area. A rubric is being developed to provided additional structure to the practicum experience.
Provide opportunities for interactions with community service providers	Interacting with community service providers became a focus of the Leading and Managing Special Education Programs class. Presentations were made to the class by service providers. Wrap around service models were discussed. Participants were also required to interview community service providers as part of their practicum experience.

Portfolio improvements	Forms were developed to help participants organize their portfolio. A sheet is provided to each participant with the grant objective listed at the top. The participant is then required to report the activities that they partake in to develop competency in the objective area. Participants are being asked to submit an annotated bibliography of information they have gathered and resources for administrators, teachers, and parents. Self reflection is now playing a major part in the portfolio. Participants are asked to write about their experiences and also reflect on each competency.
Legal representative competency revision	A higher emphasis has been placed on learning about school culture through interview and observation. The legal representative is making presentations to participants and local school districts as well as publishing articles for national audiences. They have become a resource for the other participants. It is still believed that the education of children with disabilities benefits from having a legal representative knowledgeable in the functions of educational establishments. It is also beneficial for administrators to develop non-aversive relationships with the legal community.

Fiscal Year 1999

Grant Performance Report for Continuation Funding

Project Summary

Leading inclusive programs for all special education students: A pre-service training program for principals is designed to serve as a national model for preparing future school principals to lead effectively integrated school programs. Emphasis is on providing the legal knowledge and the practical strategies necessary to lead and manage inclusive programs for the education of students with disabilities (specifically emotional or behavioral problems) in the regular classroom setting. Project curriculum includes 1) customized courses in Special Education Law and Special Education Curriculum, Instruction and Program Design; 2) Leadership Institutes; 3) a year long practicum; and 4) individual portfolios.

The project supports three, one-year, cohorts made up of 12 part-time and 4 full-time participants. Participants will receive a letter of endorsement in Special Education Administration from Lehigh University's College of Education. This letter will be an attachment to the elementary or secondary principal certificate.

Project Status

The project is currently midway through the first cohort. The current cohort consists of 3 nationally selected full-time participants and 11 regionally selected part-time participants. Time constraints due to the award notification and traditional public school calendars hindered the first cohort recruitment. A recruitment plan for the second cohort

has been developed and is in the process of being implemented. It is anticipated that the second cohort will consist of 5 full time and 13 part-time participants.

The project status report for year two will include evaluation data in accordance with the plan outlined on E-28, 29, 30, and 31. However, that data is premature at this time as the first cohort is only at the midpoint. Therefore, progress toward project objectives (pages E-8, 9 of grant proposal) will be reported.

1.0 To train pre-service school administrators (principals and assistant principals) in the leadership and management of school-based special education programs

Participants have attended the Special Education Curriculum, Instruction and Program Design course, along with a number of Leadership Institutes. The course focused specifically on the management of special education programs. The institutes focused on educational law and behavior management. Participants have completed the first half of their practicum experience. The practicum is designed to provide working knowledge of special education programs from the principals prospective.

1.1 Participants will develop a working knowledge of research and best practice for school-based special education programs

Participants have participated in a course specifically designed to address the needs of special education programs. A checklist of "best practice" in special education, based on research, has been developed and distributed to participants. Each participant used the checklist to conduct a program evaluation of their practicum site.

1.2 Participants will acquire skills in the supervision of teachers in an inclusionary classroom setting

Participants have been encouraged to observe inclusion based multi-teacher classrooms as part of their practicum experience. A Leadership Institute is scheduled in July to address this area in greater detail.

1.3 Participants will demonstrate knowledge of special educational law related to the day-to-day operation of a school-based, inclusionary program

Participants attended the Lehigh University Education Law Conference entitled Special Education: From Law to Practice. Topics included: Role of the Regular Teacher in IEP's; The View from the "Bench" in a Due Process Hearing; Behavior Management: Law and Practice; Special Education Services and the Nonpublic School Student; Perspectives on Providing Special Education to Youth Confined in Correctional Institutions; Residential Placements: School Districts' Responsibilities and Liabilities; 45-day Placements; and, The Breadth and Legal Limits on Assistive Technology Requirements.

Participants attended a week long Special Education Law Seminar. Topics will include: Legal Terminology: A Primer; PA Regulations and Standards: The Building Blocks; Eligibility for Special Education: Key Categories and Recent Cases; FAPE: Rowley and Its Progeny; LRE: Salient Judicial Interpretations; Related Services: The Tatro Progeny; Discipline Issues: The Basic Mandates; IEP Issues: Special Requirements; Case Analysis and Risk Management; FAPE "Wrinkles," including Methodology; SEA Complaints and Due Process Hearings; An Insider's View of the Latest

Related Services Cases; Bullet-Proofing the IEP; and FBA's, BIP's, and Other New Discipline Requirements.

1.4 Participants will develop a working knowledge of the pertinent requirements of the IDEA and, on a supplementary basis, those of Section 504 and the Americans with Disabilities Act (ADA)

Participants attended the Lehigh University Education Law Conference. Topics included: IEP's and the New IDEA: Law vs. Reality; Legal Schizophrenia: "SED" v. "Socially Maladjusted" under the IDEA and Sec. 504; and Teacher Liability for IDEA Violations.

Participants will have the opportunity to attend a half day program entitled "IDEA: Update on the 1999 Regulations." Topics will include Discipline, Procedural Safeguards, Dispute Resolution, and Financial Impacts.

Participants will attend a week long Special Education Law Seminar. Topics will include: IDEA and Section 504 Regulations; IDEA and Section 504: Finding the Soft Spots; and Attorneys Fees and IDEA Financial Remedies.

1.5 Participants will develop knowledge and skill in the design of school-based special education budgets

This objective was dependent on individual practicum experience. Unfortunately, the first cohort did not begin until the budget process for the selected practicum sites was completed. Additional structure is being developed to increase the second cohorts' exposure to school finance.

1.6 Participants will be able to identify the technical resources to maintain their knowledge of effective programs and legal issues

Through course work and the development of a web page participants have been provided with the tools to access additional resources. The web page includes links to educational information sites and provides on going information. Currently the web page is part of Lehigh's Web Course in a Box program. The intent is to develop an independent web site in the near future.

The web address for the spring semester is:

www.lib.lehigh.edu/wcb/schools/LEHI/edl/gwhite/2/

The web address for the summer semester is:

www.lib.lehigh.edu/wcb/schools/LEHI/edl/sbrian/2/

2.0 To train pre-service school administrators (principals and assistant principals) in system change strategies related to the implementation of an effective school-based special education program for students with behavioral disorders

A Leadership Institute and a discipline seminar provided participants with systematic approaches to implementing effective school-based special education programs. This objective is being strengthened for the second cohort to more fully address the area of system change.

2.1 Participants will acquire general knowledge on the characteristics and needs of students with various types of behavioral disorders

An introduction to the characteristics and needs of students with disabilities took place during course work. One page handouts were developed and distributed to participants on characteristics for the following categories:

Mental Retardation, Learning Disabilities, Emotional Disturbances, Attention Deficit Hyperactivity Disorders, Autism, Head Injury, Speech and Language Problems, Verbal Expression Problems, Visual Impairments, Visual Perception Problems, Hearing Impairments, Auditory Perception Problems, Fine Motor Problems Written/Motor Expression Problems, and Epilepsy.

2.2 Participants will acquire the skills and knowledge to design and implement inclusive practices for E/BD students

The practicum focuses on this objective. Participants are half way through their practicum experience. A Leadership Institute scheduled for July will provide a case study of the design and implementation of an effective inclusive collaborative classroom.

2.3 Participants will be responsible for the design and implementation of a school-based program assessment of the special education program at their practicum site

An assessment instrument was designed and distributed. Individuals were asked to complete the best practice checklist at their practicum site and implement desired change.

2.4 Participants will develop a comprehensive action plan for improving the special education program for E/BD students at their practicum site

This objective will be completed by the end of the summer. It will be displayed in the form of a portfolio and will include knowledge and information that was gathered during the time-frame of the cohort.

2.5 Participants will demonstrate their knowledge of and ability to work with the community support network including juvenile justice, police, children and youth agencies and community mental health personnel to provide a comprehensive coordinated program to address the needs of students with E/BD

A Leadership Institute was conducted that addressed the role of the juvenile justice system. This summer a seminar will be offered focusing on school -community relations. A wide variety of service providing agencies will be represented.

3.0 To disseminate the outcomes of the training project on a regional, state and national level

The opportunities to disseminate information has been limited to date. This is due to deadline constraints of conferences and the fact that the program is in the midpoint of its first cohort.

3.1 Participants will demonstrate the acquisition of their skills and knowledge through presentations at regional, state and national conferences.

This year's cohort participants were unable to participate in dissemination of information at conferences.

3.2 Participants will conduct regional workshops for school administrators utilizing their acquired knowledge and skills of effective special education programs for E/BD students

Regional workshops for inservice principals to be conducted by participants in will be scheduled for the Fall 1999 and Spring 2000.

3.3 Participants will develop and maintain an Internet web page to disseminate information of best practices, share their training materials, and provide regular updates on special education law

A local based web page was developed and used by grant participants. The intention is to broaden the page during the upcoming year. Web addresses were provided in the review of Objective 1.6.

3.4 Participants will produce and distribute training material including video case studies, research summaries, and program planning guides

A research project is currently underway which will clearly identify the attitudes and needs of principals. This information will be shared through the web site, and state/national conferences.

A series of practical tools, such as surveys, questionnaires, and assessment instruments, are being developed and refined. They are currently being shared regionally with participating school districts.

Supplemental Information/Changes

Through review with selective graduate assistants and the project supervisor we are anticipating implementing the following recommendations to strengthen the project.

In order to provide program continuity one graduate assistant from the first cohort will continue with the program as a project manager to coordinate the day-to-day activities. This will enhance the project by providing an opportunity for institutional memory.

The Special Education Curriculum, Instruction and Program Design course will be team taught. One instructor will represent the public school aspects and have a background in teaching and administration. The other instructor will be have a broad knowledge of special education programs, research and practices. A stronger focus will be placed on the inclusive practices in public schools. Plans initially called for the first class to be team taught by a Director of an Approved Private School and a Supervisor of Special Education Programs from a highly respected suburban public school. Unfortunately, the public school representative had to withdraw and the class tended to be more theoretical and geared to the private school setting. The plans for the second cohort class is to achieve a balance of theory, research and practice in the public school sector.

Based on oral feedback from participants, the Leadership Institutes will be re-sequenced to address issues in a timely fashion. Institute 3 (E-14) on alternative programs for at-risk disruptive students will become a two-part seminar. Institute 6 will be incorporated into course work. Additional opportunities have been provided for participants to attend workshops that align with program objectives. Future workshops will include such topics as student discipline and Cordero requirements.

Structure will be added to the practicum requirements. A timeline will be developed to target specific competencies (E-17, 18, 19, 20) during the year. Practicum requirements will begin at a global level and become more specific. Given this approach, participants will work first with a Director of Special Education and then with a Principal. This additional structure will guide candidates through their practicum experience and increase their ability to fully achieve each competency. In addition to the

opportunities provided by Centennial School and the participant's practicum site, other models of effective practice serving diverse populations in both the private and public sector will be used throughout the project.

The need to strengthen opportunities for interactions with community service providers has been identified. To rectify this flaw a requirement of interviewing key personnel in a minimum of three related service areas has been added to the practicum requirements. The focus of these interviews will be to acquire knowledge of the agency and to develop an understanding of how partnerships can be developed to increase the effectiveness of service provided to students.

The portfolio is developing into a key component of the program. The information gathered from previous cohorts will be used as a teaching tool for future participants. The portfolio's will also become building blocks to increase the knowledge base of all participants.

While recognizing that having a representative from the legal field is a important part of this project, it has also been discovered that the needs of a lawyer in this field, while educationally related are not the same as a principal. Therefore, the nature of the responsibilities and the competencies for the full-time participant from the legal field are being revised. The competencies will more accurately address the long-term needs of an educational lawyer. They will be more global in the acquiring of working knowledge of educational systems and the relationship of the legal community with the school community. Specific emphasis will be placed on special education services. (ex. How can a school attorney assist a school principal?

In reflection, the overall core of this project is solid. As with all developmental programs, learning and growth is taking place. The proposed changes are mostly modifications to the implementation process. It is believed that these modifications will improve the overall effectiveness of the project.

Personnel Preparation to Improve Services and Results for Children with Disabilities

Projects of National Significance

CFDA 84.325.N

Leading inclusive programs for all special education students:

A pre-service training program for principals

Dr. George P. White

Lehigh University

Principal Investigator

Personnel Preparation to Improve Services and Results
for Children with Disabilities, Projects of National Significance
(CFDA 84.325N)

-Abstract-

School administrators, particularly principals, play a key role in whether students with disabilities are effectively integrated in general education settings. Yet, they lack the requisite legal knowledge and practical strategies to successfully support and sustain inclusion, especially for students with emotional and behavioral disorders (E/BD).

The proposed project provides a model blueprint for training pre-service elementary and secondary school principals in legally defensible and educationally sound inclusion programs extending to E/BD students. The project directly and intensively serves 48 participants in three one-year cohorts, each consisting of 12 part-time (selected regionally) and 4 full-time (selected nationally) prospective principals. In addition, via a videoconference, distance-learning series of Leadership Institutes and the individual culminating products of the participants, the project will serve, via dissemination, the various practica sites and selected national sites.

The project blueprint includes 1) customized courses in Special Education Law and Special Education Curriculum, Instruction, and Program Design in terms of basic building blocks; 2) Leadership Institutes on specially selected topics for more refined knowledge and skills; 3) a year-long practicum, with a supporting seminar, for the effective application of these cognitive competencies; and 4) individual portfolios for demonstration and evaluation of these applied competencies.

The success of the project is facilitated by a solid institutional commitment and capacity; a strong faculty including allied practitioners; an advisory panel of key stakeholders and an external evaluator; a carefully conceived plan of operation; and the efficient use of technology, such as an Internet web-site and chat-lines.

Anticipated Project Results

This project addresses the absolute priority of establishing a blueprint for training programs in educational leadership focused on improving the inclusion of students with disabilities into general education settings. More specifically, the project focuses on developing a training model that effectively addresses the inclusion of students with emotional/behavioral disabilities (E/BD) into regular classroom settings, which is one of the most significant challenges for school leaders. Within the absolute priority, the project meets the invitational priority of impacting the skills of school principals to lead and sustain this inclusionary initiative.

The Individuals with Disabilities Education Act (IDEA) requires a radical change in the paradigms and practices of school administrators in terms of successfully integrating students with disabilities. The full realization of the least restrictive environment (LRE) mandate depends on a well trained cadre of school administrators, particularly principals, who are equipped with the legal knowledge and practical strategies to initiate and support more complete inclusion, for all categories of special education, including E/BD students.

E/BD students are often the last group to be integrated. For example, the 18th Report to Congress on the IDEA reported that 39.3 percent of students with specific learning disability received services completely within regular education classes, whereas half that proportion (20.5 percent) of the students with serious emotional disturbance received their services completely within such settings.

To be able to promote a seamless integration of special and regular education programs as part of general school reform, school administrators need accurate legal knowledge and practical educational strategies that apply to effective inclusion in general and E/BD students in particular.

More specifically, the evidence suggests that many school administrators are seriously lacking in several critical competencies for effective implementation of inclusion for all categories of students with disabilities, including E/BD. For example, in a national survey of teachers and administrators regarding the implementation of inclusion programs, Greyerbiehl (1993) reported

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five barriers to inclusion: 1) ineffective training programs, 2) poor leadership strategies, 3) burdensome beliefs and attitudes, 4) lack of teacher support, and 5) poor communications. Similarly, various other studies revealed that administrators and other educators had inaccurate knowledge (Belcher, 1996) and misinformed attitudes (Cutbirth & Benge, 1997; Monahan et al., 1997) about the legal boundaries and effective practices for integrating students with disabilities in general education settings. Principals expressed a lack of knowledge about pertinent court decisions and identified the need for that formal training in special education law (Pilcher, 1996).

The legal boundaries for inclusion in general (Zirkel, 1998) and discipline of E/BD students in particular (Zirkel, 1996a) require careful demarcation. Similarly, effective strategies for implementing inclusion and decreasing disruption of E/BD students in regular settings (Stage & Quiroz, 1997) are available for concurrent and systematic administrative training.

Yet, a national study of 23 administrator preparation programs and 457 educational administration students found that special education is treated inadequately, if at all, in programs designed to prepare school leaders (Sirotnik & Kimball, 1994). This lack of appropriate preparation is most acute in relation to students with E/BD students. Colleges and universities responsible for administrator and teacher preparation need to develop effective pre-service training programs in inclusive models of special education (McKee, 1996). The training must include effective strategies for dealing with disruptive behaviors that are associated with but not exclusive to E/BD students (Osborne, 1994; Pearman et al., 1997).

Inclusion represents both a legal requirement and best practice. Systematic and accurate knowledge of the pertinent statutory provisions, effectuating regulations, published administrative agency interpretations, and court decisions, primary components of this project, will enhance the ability of new administrators to formulate school-based special education policies and programs and policies that are legally proper. Legal issues important to the school administrator include the eligibility of students under both the IDEA and Section 504/ADA, such as the relationship of emotional disturbance with confounding categories (social maladjustment, conduct disorder, oppositional defiant disorder, and intermittent explosive disorder); the procedural safeguards

applicable to parents, including the 1997 IDEA Amendments with regard to IEP teams and contents and with regard to dispute resolution; the components of FAPE and its interrelationship to LRE; and the special requirements for discipline, including functional behavioral assessments, behavior intervention plans, and positive behavioral strategies (Osborne, 1996; Zirkel, 1996b).

Similarly, this project will provide participants with effective strategies for improving inclusion of students with disabilities, starting not ending with E/BD students, in general education settings. For example, Nelson (1996) identified essential school-wide organizational practices, such as arranging the ecology to foster successful inclusion, establishing school-wide behavioral discipline procedures, and maintaining on-going supervisory responsibilities, as critical in a model for inclusion of E/BD students. Further, Nelson (1996) noted the importance of a consistent, school-wide classroom management intervention as a mechanism to establish an alliance across school professionals in responding to day-to-day behavioral disruptions that may occur among students with E/BD.

The requisite skills include not only organizational practices, but also instructional strategies. Presenting the findings of a North Carolina Principals Task Force on Inclusionary Practices, Malloy (1997) identified several instructional strategies that facilitate inclusionary practices within schools. These practices include block scheduling, collaborative teaching, cooperative learning, interdisciplinary planning, heterogeneous grouping, alternative assessments, active learning projects, and coaching techniques. Prospective administrators need preparation programs that demonstrate the effective use of these techniques to foster inclusionary practices in the schools.

Finally, the requisite strategies include transformational leadership skills. In particular, the respective mental models of the regular educator and the special educator often interfere with clear communication regarding inclusion and other instructional issues relating to students with disabilities vis-a-vis the regular classroom (Meredith & Underwood, 1995). A school principal needs to understand both paradigms, thus being able to bridge the gap in understanding between the regular and special educator. More generally, inclusionary schools depend upon the existence

of five interrelated instructional leadership dimensions (Parker & Day, 1997). Principals in such schools 1) clearly define and articulate and inclusive school mission; 2) foster a school climate geared to all students' success; 3) manage and coordinate curriculum and instructional resources to support inclusive goals; 4) monitor and support each student's progress; and 5) model reflective management and teacher -supervision practices. Equipped with these transformational skills, the principal can facilitate the full realization of the inclusion model on a school-wide basis.

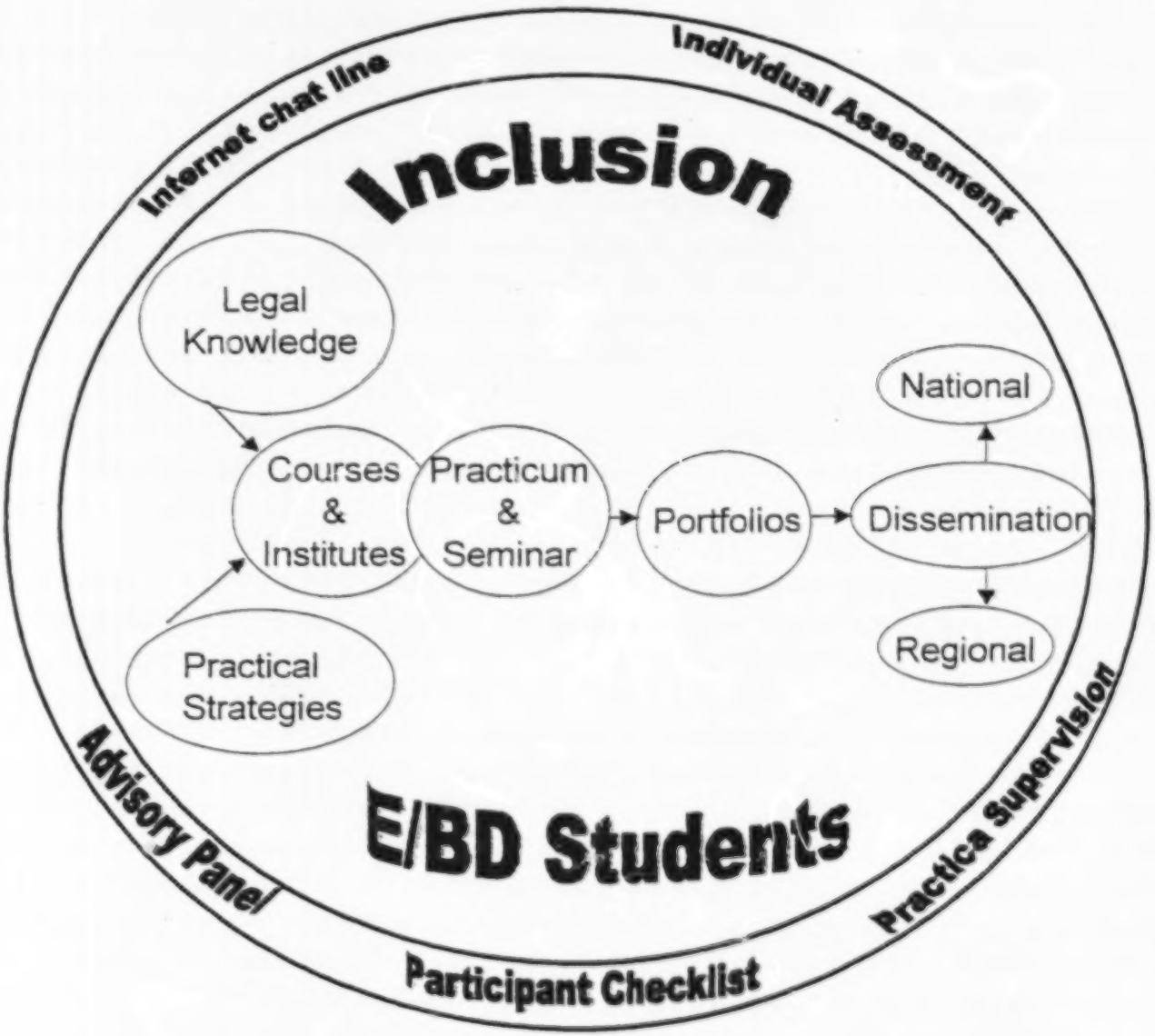
Although practitioners have been urged to adopt full inclusion models for several years, there is still much concern and frustration in the field regarding the implementation of a full inclusion model (Belcher, 1996; Cutbirth & Benge, 1997; Monahan et al., 1997; McKee, 1996). This proposal is designed to provide the essential training for new administrators so that they can bring the ideal of this model into practical reality in the schools that they will lead. Although not a panacea, equipping the principal in particular with the requisite specialized knowledge and skills and focusing on inclusion especially but not at all exclusively of E/BD students promises a ripple effect to other school personnel (Morgan, 1996).

Summary

Figure 1 represents the conceptual model, or blueprint, proposed to address the need for focused training of principals in the knowledge and skills necessary to develop and lead and effective inclusionary-based special education program. The proposed project anticipates producing the following specific results, which have been identified as critical needs in the relevant literature:

1. Administrator candidates with specialized knowledge in models to fully include emotionally and behaviorally disordered students into the general school environment. Special emphasis will be placed on developing the competencies to properly manage the student discipline challenges unique to students with behavioral disorders.

Fig. 1 Model of Principal Special Education Training Program



2. Administrator candidates with a sophisticated knowledge of special education law that will enable them to institute special education programs that are legally defensible as well as educationally sound.

3. Administrator candidates with the knowledge and skills to direct curriculum development and instructional strategies appropriate for the implementation of effective inclusionary models for special education in their schools.

4. Administrator candidates with the leadership skills and competencies necessary to create a seamless integration of the special education program into the general education program of the school.

5. Administrator candidates with extensive practical experience, through a field-based practicum, to properly employ the above knowledge and skills in the day-to-day operation of a school.

The proposal features the additional benefits of training a relatively large number of direct participants (48), dissemination of program concepts and skills among 48 school districts in the eastern Pennsylvania region, and a distance education component that will provide seminars featuring program concepts and skills to a national audience.

Program Content

As part of the elementary and secondary principals' certification program (Appendix A), participants will complete an area of specialization in the leadership of building-based special education programs, with an emphasis on programs for students with emotional/behavioral disorders (E/BD). At the completion of the training program, participants will receive a letter of endorsement in Special Education Administration from the Lehigh University's College of Education. This letter will be in addition to the elementary or secondary principal certificate.

Program Objectives

1.0 To train pre-service school administrators (principals and assistant principals) in the leadership and management of school-based special education programs

1.1 Participants will develop a working knowledge of research and best practice for school-based special education programs

1.2 Participants will acquire skills in the supervision of teachers in an inclusionary classroom setting

1.3 Participants will demonstrate knowledge of special educational law related to the day-to-day operation of a school-based, inclusionary program

1.4 Participants will develop a working knowledge of the pertinent requirements of the IDEA and, on a supplementary basis, those of Section 504 and the Americans with Disabilities Act (ADA)

1.5 Participants will develop knowledge and skill in the design of school-based special education budgets

1.6 Participants will be able to identify the technical resources to maintain their knowledge of effective programs and legal issues

2.0 To train pre-service school administrators (principals and assistant principals) in system- change strategies related to the implementation of an effective school-based special education program for students with behavioral disorders

2.1 Participants will acquire general knowledge on the characteristics and needs of students with various types of behavioral disorders

2.2 Participants will acquire the skills and knowledge to design and implement inclusive practices for E/BD students

2.3 Participants will be responsible for the design and implementation of a school-based program assessment of the special education program at their practica site

2.4 Participants will develop a comprehensive action plan for improving the special education program for E/BD students at their practica site

2.5 Participants will demonstrate their knowledge of and ability to work with the community support network including juvenile justice, police, children and youth agencies and community mental health personnel to provided a comprehensive coordinated program to address the needs of students with E/BD

3.0 To disseminate the outcomes of the training project on a regional, state and national level

3.1 Participants will demonstrate the acquisition of their skills and knowledge through presentations at regional, state and national conferences.

3.2 Participants will conduct regional workshops for school administrators utilizing their acquired knowledge and skills of effective special education programs for E/BD students

3.3 Participants will develop and maintain an Internet web page to disseminate information of best practices, share their training materials, and provide regular updates on special education law

3.4 Participants will produce and distribute training material including video case studies, research summaries, and program planning guides

Participants

Across the three years of the proposed project, a total of 48 participants, in three cohorts each comprising 16 students enrolled in the Lehigh University Elementary or Secondary Principal Certification program will be served. The project will provide an integrated "area of specialization" within the structure of the existing certification program and is designed to build on the general administrative skills and knowledge required of all certification students.

More specifically, the project will serve two different classifications of students: part-time practitioners and full-time graduate interns.

- 12 regionally based (eastern Pennsylvania and central and northern New Jersey) part-time students who are working full-time in teaching or administrative position will be supported per year. The selected students must be enrolled in the principals certification program at Lehigh University. These students will receive full tuition support for 12 credits during the year of their specialized training with the project.
- 4 full-time students per year drawn from a national pool will receive support from the project. Preference will be given to practicing school administrators interested in expanding their knowledge and skill in the area of special education and to teachers who are recent law graduates and who are interested in being school administrators. These full-time students will receive support for 18 credits and a stipend for the year of their participation. In addition to course work, the full time students will be responsible for the design and maintenance of an Internet web-site to disseminate results of the project along with research and information on best practices related to school-based special education programs and legal issues. They will also be responsible for the development and dissemination of training materials, including case studies, practitioner guides, and legal updates through regional in-service program modules for principals and assistant principals.

Thus, by the end of this three-year project, with one year for each successive cohort, 36 part-time regional students and 12 full-time national students will receive and help disseminate

pertinent legal knowledge and practical strategies for effective inclusion of students with disabilities, including E/BD.

Recruitment Plan

Part-time students will be recruited through advertisements in regional newspapers (e.g., Philadelphia Inquirer, Newark Star Ledger), in the Pennsylvania Education Association and New Jersey Education Association newsletter, and in the Pennsylvania Legislative Update, a weekly publication received by the 500 school districts in the state. In addition, a letter will be sent to all superintendents and principals in eastern Pennsylvania and in central and northern New Jersey to solicit nominations for the program; students currently enrolled in a principal certification program at other universities in the region will also receive an announcement regarding the program, inviting their application; and announcements will be posted on the Lehigh University College of Education web-site and on the PENNLINK electronic bulletin board. A special effort will be made to recruit minority candidates via the Educational Leadership program's relationship with the Philadelphia School District, which includes the joint development of the Urban Leadership Development Program. This program was designed specifically to train minority candidates for principal positions in urban schools. In addition, personal contact will be made with key personnel, including the Educational Leadership programs many alumni, in other school districts and in professional associations in the region to solicit nominees, including members of underrepresented groups (including individuals with disabilities), for the program.

A national recruitment effort will be launched to attract candidates for the full-time student positions. Again, every attempt will be made to attract applicants from individuals of underrepresented populations, especially ethnic minorities and persons with disabilities. Advertisements will be placed in various high-circulation publications, including Education Week, the NEA Voice, Principal, NASSP Bulletin, The New York Times, and the LA Times. In addition, letters will be sent to select deans of colleges of education and associated law schools throughout the United States, with special attention to the historical black colleges. A

representative sample of superintendents, including the superintendents of urban school districts, will receive information on the program along with a request for nominations. Additional postings will be made via Internet list servers in educational administration.

The principal investigator will select the participants, with the participation of the program faculty and the consultation of the advisory committee. After the initiation of the first cycle, students of the preceding cohort will have the opportunity to participate in the selection process, and the advisory committee will be asked to monitor and improve the process.

Competencies

The proposed project is designed to enable participants in each cohort to achieve the following competencies:

A. knowledge of the learning and behavioral characteristics of special education students;

B. knowledge and skill in supervision of staff in inclusive classroom settings;

C. skill in financial analysis and management of special education programs;

D. knowledge of special education law;

E. knowledge of the research and best practice on inclusive programs, with a focus on programs for E/BD students;

F. knowledge and skill in program design, implementation, and assessment of curriculum and instruction designed to meet the needs of special education students, especially those with E/BD;

G. knowledge of interventions for the integration of E/BD students;

H. knowledge and skill in disseminating legal information and best-techniques to school administrators, teachers, parents, and community.

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